

Pine Grove Elementary

111 Huffstetler Dr.
Columbia, S. C. 29210

Grades	K-5 Elementary School	
Enrollment	406 Students	
Principal	Betty Prudence	803-214-2380
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	50	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Good	Below Average	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

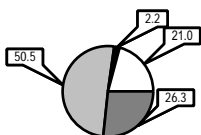
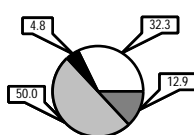
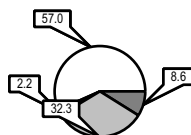
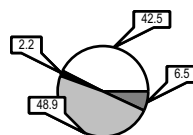
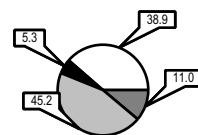
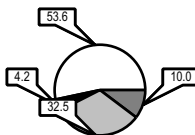
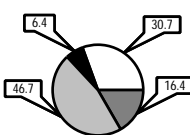
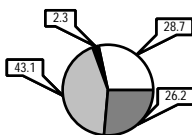
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	216	100.0	21.0	50.5	26.3	2.2	39.2	Yes	Yes
Gender									
Male	112	100.0	25.5	51.1	22.3	1.1	37.2		
Female	104	100.0	16.3	50.0	30.4	3.3	41.3		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	207	100.0	21.9	50.0	25.8	2.2	38.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	100.0	15.8	52.7	29.1	2.4	43.0		
Disabled	22	100.0	61.9	33.3	4.8	0.0	9.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	100.0	21.0	50.5	26.3	2.2	39.2		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	21.2	50.0	26.6	2.2	39.1		
Socio-Economic Status									
Subsidized meals	170	100.0	21.2	51.4	26.0	1.4	37.0	Yes	Yes
Full-pay meals	46	100.0	20.0	47.5	27.5	5.0	47.5		

Mathematics – State Performance Objective = 36.7%									
All Students	216	100.0	32.3	50.0	12.9	4.8	32.8	Yes	Yes
Gender									
Male	112	100.0	31.9	54.3	9.6	4.3	30.9		
Female	104	100.0	32.6	45.7	16.3	5.4	34.8		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	207	100.0	33.7	49.4	12.4	4.5	32.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	194	100.0	27.9	52.7	14.5	4.8	34.5		
Disabled	22	100.0	66.7	28.6	0.0	4.8	19.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	100.0	32.3	50.0	12.9	4.8	32.8		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	32.6	49.5	13.0	4.9	33.2		
Socio-Economic Status									
Subsidized meals	170	100.0	33.6	48.6	13.0	4.8	32.9	Yes	Yes
Full-pay meals	46	100.0	27.5	55.0	12.5	5.0	32.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	216	100.0	57.0	32.3	8.6	2.2	10.8
Gender							
Male	112	100.0	58.5	35.1	4.3	2.1	6.4
Female	104	100.0	55.4	29.3	13.0	2.2	15.2
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	207	100.0	59.0	30.9	8.4	1.7	10.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	194	100.0	54.5	34.5	9.1	1.8	10.9
Disabled	22	100.0	76.2	14.3	4.8	4.8	9.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	57.0	32.3	8.6	2.2	10.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	57.6	31.5	8.7	2.2	10.9
Socio-Economic Status							
Subsidized meals	170	100.0	58.9	30.1	9.6	1.4	11.0
Full-pay meals	46	100.0	50.0	40.0	5.0	5.0	10.0

Social Studies							
All Students	216	100.0	42.5	48.9	6.5	2.2	8.6
Gender							
Male	112	100.0	44.7	48.9	4.3	2.1	6.4
Female	104	100.0	40.2	48.9	8.7	2.2	10.9
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	207	100.0	43.3	48.9	5.6	2.2	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	194	100.0	40.0	50.3	7.3	2.4	9.7
Disabled	22	100.0	61.9	38.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	42.5	48.9	6.5	2.2	8.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	42.4	49.5	6.0	2.2	8.2
Socio-Economic Status							
Subsidized meals	170	100.0	41.8	50.0	6.8	1.4	8.2
Full-pay meals	46	100.0	45.0	45.0	5.0	5.0	10.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	50	98.0	10.4	29.2	50.0	10.4	60.4
	4	70	100.0	22.7	45.5	31.8	N/A	31.8
	5	76	100.0	20.8	63.9	12.5	2.8	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	88	100.0	16.5	49.4	31.6	2.5	34.2
	4	54	100.0	16.3	46.5	32.6	4.7	37.2
	5	74	100.0	29.7	54.7	15.6	0.0	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	50	98.0	33.3	50.0	12.5	4.2	16.7
	4	70	100.0	27.3	48.5	15.2	9.1	24.2
	5	76	100.0	30.6	54.2	11.1	4.2	15.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	88	100.0	36.7	54.4	8.9	0.0	8.9
	4	54	100.0	23.3	44.2	18.6	14.0	32.6
	5	74	100.0	32.8	48.4	14.1	4.7	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	88	100.0	63.3	30.4	5.1	1.3	6.3
	4	54	100.0	48.8	30.2	16.3	4.7	20.9
	5	74	100.0	54.7	35.9	7.8	1.6	9.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	88	100.0	40.5	57.0	2.5	0.0	2.5
	4	54	100.0	18.6	55.8	18.6	7.0	25.6
	5	74	100.0	60.9	34.4	3.1	1.6	4.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 406)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Down from 3.3%	3.7%	3.0%
Attendance rate	96.5%	Down from 99.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%	Up from 2.6%	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Up from 3.1%	3.9%	3.2%
Eligible for gifted and talented	7.8%	Up from 0.0%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.2%	Down from 4.5%	8.4%	8.2%
Older than usual for grade	0.2%	No change	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	40.6%	No change	50.0%	52.6%
Continuing contract teachers	84.4%	Down from 87.5%	81.1%	83.3%
Highly qualified teachers	96.7%	Up from 92.6%	93.3%	93.5%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	2.2%	0.0%
Teachers returning from previous year	89.7%	Up from 84.2%	85.6%	87.0%
Teacher attendance rate	95.5%	Up from 93.2%	94.9%	95.0%
Average teacher salary	\$43,513	Up 9.0%	\$40,816	\$41,703
Prof. development days/teacher	7.5 days	Down from 13.3 days	12.8 days	12.8 days
School				
Principal's years at school	6.0	No change	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.1 to 1	17.6 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 91.9%	89.4%	89.8%
Dollars spent per pupil*	\$5,943	Down 6.9%	\$6,744	\$6,242
Percent of expenditures for teacher salaries*	74.0%	Down from 76.5%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pine Grove Elementary School attained the Average Yearly Progress (AYP) objective in 2004. The number of students who scored in the below basic category of the Palmetto Achievement Challenge Test (PACT) decreased, and the number of students who scored proficient increased. Our challenge is to increase the individual student's progress, to improve the improvement rating for the school.

Students continue to participate in computer-assisted instruction in English/Language Arts and math. The teachers used the data to provide small, flexible group instruction. The Accelerated Reader, Early Success, SOAR to Success, and Break Through to Literacy programs all contributed to gains in comprehension skills.

The Junior League sponsored Smart Matters for children six and under. The monthly meetings included an evening meal, books and toy check-out, incentives for reading, parent education sessions, and children's activities based upon monthly themes.

The Student Council received national recognition as an Honor Council for the recycling program, community service, and support for the staff for the fourth consecutive year. The student council operated a school store sponsored by the PTA that provided basic school supplies at a very low cost to students.

The school-based professional development sessions were well received. They included Marilyn Burns Math, Math Lines, integrating technology, publishing using technology, and writing.

An ongoing challenge is to involve parents consistently in decision-making and in supporting instruction. We endeavor to make Pine Grove family friendly and to provide effective customer service. Our ultimate goal is to move students up the achievement ladder and to improve social skills.

Mrs. Betty W. Prudence, Principal
Ms. Angie Blanding, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	69	49
Percent satisfied with learning environment	75.8%	69.1%	89.6%
Percent satisfied with social and physical environment	81.8%	64.2%	80.9%
Percent satisfied with school-home relations	37.5%	86.6%	69.6%

*Only students at the highest elementary school grade level at this school and their parents were included.